DOCUMENT RESUME

ED 297 000 SP 030 484

TITLE Guidelines for the Preparation of Elementary Teachers.
INSTITUTION American Association of Colleges for Teacher Education, Washington, D.C.
REPORT NO ISBN-0-89333-049-3
PUB DATE 88
NOTE 35p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Academic Standards; Elementary Education; *Elementary School Teachers; Higher Education; Preservice Teacher Education; *Program Design; *Teacher Education Curriculum; *Teacher Education Programs

ABSTRACT

This document describes preservice preparation of elementary teachers and reflects competencies that should be exhibited by beginning teachers. The guidelines are organized within components traditionally associated with undergraduate academic preparation (general studies, preprofessional studies, specialty area studies, and professional studies). These divisions, as they are used in the guidelines, do not require an undergraduate program structure for teacher preparation, nor a specific organization of curriculum. They reflect the roles and functions, and in some cases the appropriate sequence, of study considered essential to the preparation of elementary teachers at whatever academic level that preparation is undertaken. Part one describes requirements and characteristics of programs that maintain high standards of quality in the preparation of elementary teachers. Part two describes four areas related to the quality of teacher preparation: (1) relationship to the world of practice; (2) elementary education students; (3) teacher education faculty; and (4) governance and resources. (JD)

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American Association of Colleges for Teacher Education

# Guidelines for the Preparation of Elementary Teachers

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SP 030 484

# Guidelines for the Preparation of Elementary Teachers

Subcommittee on Elementary Education

AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

One Dupont Circle Suite 610 Washington, DC 20036

1988

AACTE is printing this position paper to promote discussion and study. AACTE expresses its appreciation to those who contributed to development of this document, and acknowledges with appreciation the time, resources, competence, and commitment contributed by the Subcommittee.

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Standard Book Number: 0-89333-049-3

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AACTE Subcommittee on Elementary Education

# GUIDELINES FOR THE PREPARATION OF ELEMENTARY TEACHERS

## Introduction

Elementary education is a unique professional field: a synthesis of academic disciplines interwoven with child development principles, learning theory, and pedagogical skills. The need exists for elementary teacher education programs to be organized in a systematic, composite way so that elementary teachers are adequately prepared to enter our nation's classrooms. School district officials and the public must have some assurance that graduates of elementary teacher education programs are competent to practice their profession. To accomplish this goal, institutions must identify the nature and structure of knowledge germane to elementary education, synthesize this knowledge base, and recognize elementary education as a legitimate scholarly field of study.

The elementary teacher should be education's premier generalist, the one educator who is conversant with all the central disciplines and major subjects that form the school curriculum. Even though no one specific preparatory program should be required for all elementary teachers, those who teach children in the early grades need to have a solid general education, a command of the subjects they will teach, and a demonstrated ability to impart knowledge and skills to children. To achieve such competence, they must understand methods of inquiry and apply research findings in making professional decisions, and they must honor the dignity and rights of every individual learner consonant with the nature of our democratic and pluralistic society.

The American Association of Colleges for Teacher Education (AACTE) is committed to the preparation of elementary teachers who possess the knowledge and skills necessary to meet the diverse needs of the children they will teach. This commitment requires a concern on the part of teacher educators to ensure in the design of their programs that rigorous standards for the preparation of elementary teachers are met. AACTE believes that the assurance of such quality can best be accomplished through support of standards adopted by the National Council for Accreditation of Teacher Education (NCATE) for all institutions that prepare teachers for the nation's elementary schools.

NCATE requires that the guidelines and standards approved by professional learned societies be used in the development of teacher education programs. Guidelines from various specialty groups are applied to elementary teacher education programs, such as those of the National Council for Teachers of Mathematics, the International Reading Association, and the National Science Teachers Association. However, there has been no comprehensive set of guidelines that can be applied to ensure rigorous standards for review of

elementary education programs. AACTE's Guidelines for the Preparation of Elementary Teachers is intended to provide such an integrated approach to help ensure that comprehensive standards for the general preparation of elementary teachers are met in a consistent fashion by all institutions.

The content of these guidelines does not presume or prescribe a single model of organization for the elementary school or the specific assignments of elementary teachers. The competencies and program content of the guidelines are considered valid whether elementary teachers are to function in a self-contained classroom with multi-subject responsibility, or within an alternate school organization in which the elementary teacher coordinates the management of instruction with other subject matter and educational specialists.

This document describes preservice preparation of elementary teachers and reflects competencies that should be exhibited by beginning teachers. The guidelines are organized within components traditionally associated with undergraduate academic preparation (general studies, preprofessional studies, specialty area studies, and professional studies). These divisions, as they are used in the guidelines, do not require an undergraduate program structure for teacher preparation, nor a specific organization of curriculum. Rather, they reflect the roles and functions, and in some cases the appropriate sequence, of study considered essential to the preparation of elementary teachers at whatever academic level that preparation is undertaken. In the case of program structures other than the undergraduate model, or where a bachelor's degree is accepted as prerequisite to professional study at the graduate level, it is the responsibility of the professional education unit to review individual candidates' academic preparation and to assess the competencies required for successful completion of the teacher preparation program. The guidelines presented here provide a context for such individual assessment as well as for program review.

Guidelines for professional practice represent the values held by the profession and serve as a guide for professional policies and actions. The standards presented in this document provide criteria by which to build and assess preservice programs that seek to improve the quality of elementary teachers. AACTE presents the guidelines for use by institutions in making judgments about the quality of programs preparing teachers for elementary schools. The guidelines are intended to be used only for programs that prepare teachers for levels K-6; guidelines of other professional associations are available for evaluation of programs to prepare preschool teachers and secondary teachers (grades 7-12).

The American Association of Colleges for Teacher Education proposes that these guidelines be recognized as those of a "learned society" for the general preparation of elementary teachers. As such, this document represents a contribution toward the development of accreditation review in the area of elementary education.

## Basic Statements of Position

The following basic statements regarding the design and implementation of preparation programs for elementary teachers concern primarily the structuring of content and curriculum within the program. With regard to the institutional and administrative context within which teacher education programs operate, this document will incorporate by reference relevant statements contained in the NCATE standards for the areas of Faculty, Students, Governance/Resources, and Relationship to the World of Practice. With regard to specific teacher competencies and the assessment of professional competence, the document will also incorporate by reference two AACTE publications in the Educating a Profession series, Profile of a Beginning Teacher and Competency Assessment.

- The curriculum for preparation of elementary teachers should reflect the institution's concept of the role of the teacher and the elementary school organization.

- The typical structure of elementary school classes requires the elementary teacher to be broadly educated across a wide range of fields.

- Elementary teachers, more than teachers at any other level, serve multiple roles with regard to their students: general socialization, adjustment to the school environment, introduction to the concept of structured learning, and academic instruction.

- The course of study for elementary teacher preparation should reflect the unique characteristics of the ways in which elementary children learn.

- Elementary education programs should include within the scope of their professional knowledge base foundation the following basic components:

    1. General Education
    2. Preprofessional Studies
    3. Specialty Area Studies
    4. Professional Studies

- Elementary teachers need, at a minimum, the same general education foundation as other undergraduate students.

- The typical structure of elementary schools requires that general education requirements for prospective elementary teachers be designed through an interdisciplinary approach.

- The general education component of undergraduate education, while providing a foundation for further studies, does not in itself constitute a sufficient basis for teacher competence in the individual subject matter areas of the elementary education curriculum.

- Elementary teachers need a strong grounding in the subject matter of one or more disciplines, which can be achieved through such different models as a cross-disciplinary major, a combination of academic minors, or a traditional academic major.

- The professional studies curriculum should reflect current research on the teaching/learning process and effective elementary schools.

- Recruitment of students into elementary education programs, as well as the design and content of the programs, should reflect a multicultural perspective.

- Field-based clinical components should be integrated throughout the program of professional studies.

- The growing use of technological tools at the elementary level requires the elementary teacher to have a basic knowledge of that technology and its appropriate instructional applications (such as the mechanics of computer manipulation and approaches to computer-aided instruction).

- Implementation of appropriate standards for the preparation of elementary teachers can be promoted through review of the professional education unit by the National Council for Accreditation of Teacher Education.

## Format

Part I of the guidelines that follow describes requirements and characteristics of programs that maintain high standards of quality in the preparation of elementary teachers. The guidelines in Part I are outlined along the following format:

Statement of Belief: Rationale, underlying assumptions, teacher competency expectations, and school context requirements that support the guidelines.

Guideline: Programmatic implications derived from the statement of belief; description of program objectives, design, content, or requirements necessary to accommodate these concepts.

Indicators: Specific elements that characterize programs consistent with the guidelines, and recommendations of program elements that contribute to achieving the guideline objectives.

Part II of the guidelines describes four additional areas related to the quality of teacher preparation:

Relationship to the World of Practice
Students
Faculty
Governance and Resources

These statements are intended to incorporate the provisions of NCATE standards insofar as they are generally applicable to the preparation of teachers for all levels. Additional points of emphasis in these sections reflect concerns that are specifically relevant to programs that prepare elementary level teachers.

# Guidelines for the Preparation of Elementary Teachers

## PART I

## GENERAL STUDIES

### Statement of Belief

Elementary teachers should have comprehensive preparation in the liberal arts and sciences. Typically, elementary teachers have primary responsibility for instruction in all disciplines at an assigned level, kindergarten through grade six. General studies constitute the base for all curricular content and should follow a well-planned sequence of courses and experiences.

### Guideline

The general studies component of elementary teacher preparation should develop educated persons who can demonstrate appropriate levels of knowledge in liberal arts and general studies. Foundations in general studies for elementary teachers should be designed to provide both breadth and depth of knowledge in fundamental disciplines, their structure, and modes of inquiry.

### Indicators

a. Programs provide prospective elementary teachers with a sound foundation in the liberal arts and sciences, common to students in all academic disciplines.

b. Programs develop understanding of knowledge and intellectual processes fundamental to teaching, including:

   -- cultural, philosophical and scientific relationship of nature and the universe, development of scientific knowledge, and the conceptual nature of knowledge

   -- history, development, dynamics, and cultural dimensions of groups and institutions

   -- historical, philosophical, social and technological aspects affecting the relationship of society and work

   -- scientific and social development of technological growth, and its implications for education

-- historical, cultural, and philosophical development of major civilizations and the pivotal ideas that characterize them

-- values and beliefs in a variety of cultural contexts, the implications for education in American society, and the development of individual values and beliefs

-- fine and performing arts as they reflect society, culture, history, and aesthetics

-- principles of physical and mental health and their application in the context of both individuals and the community

c. Programs contribute to basic skills in areas essential to effective teaching, such as:

-- interpersonal dynamics and group management

-- communicative arts (reading, writing, speaking, listening, creative expression, nonverbal communication)

-- competence in mathematical skills

-- skillful and appropriate use of technology

d. Programs promote qualities and attributes characteristic of effective teachers:

-- capacity to raise questions and formulate effective processes of inquiry

-- a quality of self-cultivation and the capacity for continued self-education

-- a sensitivity to human and interpersonal relationships

-- an aesthetic awareness: responsiveness to the creative processes in mathematical, scientific, and social scientific endeavors, as well as the fine and performing arts.

# PREPROFESSIONAL STUDIES

## Statement of Belief

Elementary teachers should have an adequate theoretical foundation in the undergirding disciplines (primarily the social and behavioral sciences) that provide the important contextual knowledge for the teaching profession. Preprofessional studies, oriented toward children and youths as well as human services, extend and amplify the introductory experiences that teacher candidates share with all other college students into areas of subsequent professional studies.

## Guideline

Programs designed to prepare elementary teachers should include a preprofessional component beyond the introductory level to bridge the connection between necessary contextual knowledge from the undergirding disciplines and the professional studies.

## Indicator

a. Programs include study of the structure of knowledge, of the principles and methods of inquiry that explain human behavior, cultural influences, social institutions, and significant political, economic, and philosophical systems.

b. Programs include study of the major human and technological factors that foster or inhibit effective communication among individuals and among social, cultural, and ethnic groups.

c. Programs include study of the disciplinary roots of professional practice shared by teachers and other human service professionals.

d. Programs provide the linkage from foundation work covered in general education to areas of subsequent professional studies.

# SPECIALTY AREA STUDIES

## Statement of Belief

An elementary teacher should be a generalist with command of both depth and breadth of knowledge. In addition, the elementary teacher must be able to transform knowledge from the disciplines into pedagogical knowledge. The preparation of elementary teachers should include in-depth study in more than one field, to foster the ability to integrate knowledge across the disciplines and to develop an interdisciplinary perspective. Such in-depth study also includes the nature of knowledge within the discipline, structures and relationships among individual disciplines, and the processes of inquiry and research.

## Guideline

Programs designed to prepare elementary teachers should include specialty area study of the subjects normally taught in elementary schools. Such study snould provide sufficient depth and breadth of knowledge so that prospective teachers have command of the subject mastery required for superior classroom instruction.

## Indicators

a. Programs provide for breadth of study by including coursework beyond the introductory level in the areas of aesthetics and humanities; behavioral, natural and social sciences; communicative arts; mathematics; and general sciences.

b. Programs provide study and experience in the area of language arts focusing upon language development, composing and analyzing language, reading and literature, and nonprint and instructional media.

c. Programs provide study and experience in the area of mathematics focusing upon the number systems through the rational numbers; informal geometry including mensuration, graphing geometrical constructions, similarity and congruence; and the real number system, elementary probability and statistics, coordinated geometry, and number theory.

d. Programs provide study and experience in the area of reading focusing upon the language foundation for reading, including the English communication system; linguistics; psychology of language and cognition; comprehension; word analysis; and appreciation and enjoyment of reading.

e. Programs provide study and experience in the area of science focusing upon laboratory and field-oriented experiences in the biological, physical, and earth sciences including content and processes.

f. Programs provide study and experiences in the area of social studies focusing upon developing an understanding of the information, concepts, theories, analytical approaches, and value perspectives in such areas as history, economics, government, political science, geography, anthropology, sociology, or social psychology.

g. Programs provide for sufficient depth by such curricular models as:

   -- A series of minors, covering the major teaching fields

   -- A major in one academic field, with three concentrations or minors

   -- A major in one of the elementary teaching fields along with the minimal requirements in other teaching fields to meet certification requirements

h. Programs help students develop skills in transforming knowledge from the disciplines into pedagogical knowledge by incorporating a major proportion of coursework that includes the nature of knowledge, the structure of disciplines and relationships among them, and the processes of inquiry and research.

i. Programs develop understanding of the structure of knowledge in an academic discipline by requiring that a significant proportion of the specialized academic study be undertaken at an advanced level.

j. Programs provide coursework in specialized academic areas that is structured from an interdisciplinary perspective.

k. The planning of elementary education programs includes review and consideration of recommendations from the professional learned societies whose content is relevant to the elementary school curriculum. Such specialty area recommendations are utilized as guides to the sequencing of coursework that leads to the synthesis, integration, and application of knowledge.

NOTE: These provisions concerning subject area preparation for elementary teachers reflect a basic core curriculum common to many elementary schools and are based on a synthesis of guidelines from learned societies in these subject areas. Additional content may be appropriate for the preparation of elementary teachers, depending on the requirements of school setting and extent of specialization.

# PROFESSIONAL STUDIES

## Statement of Belief -- 1

The curriculum for the preparation of elementary teachers should be determined, in part, by the institution's concept of the role of the teacher and by the organization of the elementary school. The elementary school teacher is prepared as a generalist in elementary curriculum development, the learning needs and capacities of children, and alternative teaching strategies. The major purpose of preservice education should be the preparation of teacher candidates to influence and improve the education of elementary school children.

## Guideline

Preservice programs should provide prospective elementary teachers with study and experiences that promote an understanding of the role of the teacher in terms of the social, economic, and political influences on the lives of children and their families, the organizational structure of schools, and the sociopolitical and economic processes that influence educational programs.

## Indicators

a. The program includes study of the institution's concept of the role of teacher within the context of social, economic and political influences as they relate to school organization.

b. The program includes coursework and field experiences that reveal how the dynamics of influence and change occur in shaping the role of teachers in schools.

c. The program provides for students to create case studies, engage in direct inquiry, participate in various forms of simulation studies, and/or participate with collaborating higher education and elementary school faculties in defining the role of teachers and examining alternative patterns of elementary school organization.

Statement of Belief -- 2

The elementary teacher should understand the unique learning characteristics of elementary-aged children, including those from diverse cultural backgrounds, and the relation of such learning characteristics to the development of appropriate curriculum and instructional practice.

Guideline 1

Programs should include study and experiences linking child development to elementary curriculum and instruction.

Indicators

a. Programs include some of the following direct ways of studying children's development: direct, guided observation; focused inquiry through data collection and systematic analysis; and self-study of interaction with children.

b. Program activities devoted to child study take place throughout the professional studies sequence.

c. Programs provide opportunities for students to plan sequential activities for elementary school children of varied ages and cultural backgrounds.

Guideline 2

Programs should build the capacity to organize instruction for children.

Indicators

a. Programs prepare teachers to assess a variety of learning needs.

b. Studies include use of alternative techniques for adapting to children of diverse cultural backgrounds as well as to children who have special learning needs.

c. Programs prepare teachers to organize and manage varied learning groups simultaneously.

d. Programs prepare teachers to select methods of assessment appropriate to the age, development, and characteristics of children; to interpret assessment results accurately; and to integrate information gained from assessments into instructional planning.

e. Programs provide observation and field experiences in exemplary classrooms and schools that demonstrate varied organizational structures and serve children with varied learning needs.

Statement of Belief -- 3

Elementary teachers should develop skills to effectively transform adult knowledge into activities.

Guideline 1

Programs should provide opportunities to study, observe, and practice a range of teaching strategies and techniques, emphasizing the process of translating the knowledge bases into developmentally appropriate activities.

Indicators

a. Programs prepare students to use the knowledge bases within the disciplines as well as through interdisciplinary formats.

b. Programs provide study and practice in the use of a variety of questioning techniques and their impact.

c. Programs provide systematic feedback and coaching to increase teachers' intentional and effective use of strategies to promote learning.

Guideline 2

Programs should prepare teachers to provide children with a variety of experiences that demonstrate varied approaches to knowledge building in different content areas.

Indicators

a. Programs provide systematic observation and practice of activities that stimulate problem-solving and critical-thinking skills across disciplines.

b. Programs provide study and experiences in teaching skills in ways that are integrated with content areas.

c. Programs prepare teachers to adapt materials, instruction, and assessment methods to a variety of approaches to knowledge building.

Statement of Belief -- 4

Elementary teachers should acquire skills in personal/professional development through self-study and inquiry into teaching.

Guideline

Programs should systematically provide students with opportunities for field-based interactions with children and collect data to assist students in the study of teaching and their own performance.

Indicators

a. Programs prepare students to collect and use data about their own teaching through such means as protocols, tape recordings, and self-analysis.

b. Programs provide interactions with children in which teachers study their own performance.

c. Programs have a system in place which will provide students with ongoing feedback based upon current research findings about teaching/learning and effective schools.

Statement of Belief -- 5

Elementary teachers should be familiar with current research findings regarding the teaching/learning process and effective elementary schools.

Guideline

Programs should include study of current research findings concerning teaching, learning, and effective schools.

Indicators

a. Programs incorporate the content of prospective elementary teachers' coursework, readings, school visitation, and library-based projects that reflect an up-to-date acquaintance with and availability to students of the current findings of research on teaching, learning, and effective elementary schools.

b. Programs develop a range of teaching strategies based upon teacher effectiveness research.

c. Programs incorporate research on effective practice as applied to culturally-diverse populations.

Statement of Belief -- 6

Elementary teachers should be prepared in a professional studies program that integrates carefully administered and supervised clinical/field experiences as well as direct input from practitioners throughout the professional studies sequence. First-year elementary teachers should have access to a program of assistance by faculty from the preservice elementary program.

Guideline

Programs should provide a well-planned sequence of varied clinical/field experiences that connect course content with elementary school practice. Programs should incorporate the experience of practitioners into development of curriculum and research and provide assistance to first-year graduates.

Indicators

a. Program content is relevant to the field experiences; sequencing is coordinated to directly link areas of theory and practice.

b. Clinical/field experiences include a variety of formats and roles, allowing students opportunities to observe, analyze, plan, practice, and evaluate.

c. The student teaching component is preceded by field experiences sequenced to incorporate increasing levels of participation and responsibility.

d. The student teaching experience provides a sufficient period of time and levels of responsibility to prepare students for professional teaching roles.

e. Programs provide placements in a variety of K-6 settings where prospective teachers can practice varied styles and predominant models of teaching.

f. Sites for field experiences are carefully selected to provide exposure to exemplary elementary school settings, as well as experience with culturally diverse and exceptional populations, and children of different ages.

g. Field experiences are carefully supervised; student teaching is conducted under a written agreement that specifies the roles, responsibilities, and expectations of university- and school-based supervisors and the student teacher.

responsibilities, and expectations of university- and school-based supervisors and the student teacher.

h. Field experiences include practice in the use of a variety of assessment and evaluation methods.

i. Programs provide relevant coaching and feedback to students in clinical/field settings, by linking appropriate data with specific competency criteria.

j. Programs ensure that cooperating teachers and field supervisors are well-qualified and trained to work with adults in clinical supervision.

k. Programs provide systematic assistance to graduates in their first year of teaching, as outlined in a written plan.

l. Programs incorporate the experience of practitioners and utilize information from follow-up studies of graduates for program planning/evaluation and for developing a research agenda.

Statement of Belief -- 7

Elementary teachers should study issues involving schooling and the teaching profession in a complex and culturally diverse society.

Guideline

Programs should provide study and experience concerning the role of the teaching profession in curriculum change and school improvement. Programs should also provide study and experience that address the role of teachers in school improvement, curriculum change, and community relations within culturally diverse settings.

Indicators

a. Programs provide opportunities for studying the role of teachers and professional organizations in curriculum development, as well as legal and ethical constraints.

b. Programs prepare teachers (through coursework, case studies, and involvement in school district curriculum development projects) to understand organizational change, curriculum development, and the dynamics of group process in the context of a culturally diverse society.

c. Programs provide students with an understanding of the social, historical, and philosophical foundations of the teaching profession, and their link with current educational practice.

Statement of Belief -- 8

Elementary teachers should be prepared to critically select and use materials, resources, and technology appropriate to the age, developmental level, and cultural background of children.

Guideline

Programs should provide access to a variety of materials, resources, and technologies relevant for elementary school children, along with instruction in their critical selection and use.

Indicators

a. Programs provide students with access to a variety of curriculum resources on campus as well as in the schools.

b. Programs provide elementary teachers with practice and feedback in the critical analysis and adaptation of existing materials, as well as in the development of teacher-made materials for students from a variety of learning backgrounds.

c. Programs provide teachers with practice in matching content, objectives, and teaching behaviors in the selection and analysis of teaching and evaluation materials for students from a variety of learning backgrounds.

d. Programs provide experiences in examining curriculum materials for cultural and sexual stereotypes.

e. Programs include study of criteria and processes for materials selection employed by state agencies and local school districts.

Statement of Belief -- 9

Elementary teachers should acquire management skills appropriate to their roles as planners, mediators, evaluators, and decision makers.

Guideline

Programs should include sequenced experiences in campus and field-based settings that analyze effective models of management, planning, mediation, evaluation, and decision making.

Indicators

a. Programs provide practice, feedback, and coaching to help students develop appropriate management skills.

b. Programs provide a culminating experience that integrates management skills into effective classroom practice.

c. Programs provide monitoring of students' progress in the acquisition of management skills.

d. Programs provide direct teaching of management skills as well as practice in clinical/laboratory/field settings.

e. Programs include the study of psychological and educational measurement, as well as assessment and testing procedures employed in elementary schools.

# Guidelines for the Preparation of Elementary Teachers

## PART II

## RELATIONSHIP TO THE WORLD OF PRACTICE

The preparation of well-qualified elementary teachers is heavily dependent upon the quality of field experiences incorporated within the program. Prospective teachers should be afforded a broad range of observation and practical experiences, including exposure to a variety of K-6 settings and student populations. The preparation should include use of a variety of techniques for both observation and practice, as well as appropriate sequencing of field experiences. Student teaching should cover an adequate period of time, with well-coordinated supervision and systematic feedback to the student teacher. Supervisors for student teaching should themselves have experience in K-6 settings and be thoroughly knowledgeable about current developments in elementary schools.

Involvement of practicing elementary teachers is also critical to the quality of the preparation program. Such involvement should include participation of teachers in planning and evaluation of the program, as well as the use of follow-up information from graduates for assessment and revision of the program. Programs should maintain close ties with graduates and provide assistance to first-year teachers on a systematic basis.

## STUDENTS

Professional education units and their individual programs are responsible for establishing comprehensive approaches and systematic procedures to select students with high potential for elementary teaching. Programs must also oversee the academic and professional development of these students in their preservice preparation. Admission procedures should provide for the recruitment of a culturally diverse student population. Published criteria should accurately describe requirements for admission, with written policies specifying alternatives to established admission procedures.

Assessment at admission, interim monitoring, and evaluation for program completion or certification should be done on a regular and consistent basis. Such assessments should reflect an appropriate balance of evaluative measures, including standardized tests, interviews, academic records, professional experience, faculty and clinical supervisors' recommendations, and performance evaluations. Assessment should occur at relevant points throughout the professional program, including the determination of eligibility for student teaching.

A systematic approach for providing student assistance should include academic support, availability of social and psychological counseling, and academic/career advisement. Eligibility for program completion and recommendation for certification should be determined according to published criteria and procedures that are availble to all students.

To ensure an adequate balance of students' academic requirements in subject matter and professional areas, it is essential for elementary education programs to establish comprehensive monitoring and advisement systems. Regular checkpoints and interim evaluations should be systematically coordinated with mandatory faculty consultation and advisement to ensure that students fulfill program and certification requirements.

## FACULTY

The preparation of elementary teachers requires a faculty well-qualified both through academic preparation and appropriate experience in elementary schools or other areas relevant to their teaching assignments. Such qualification criteria also apply to cooperating teachers and other school-based personnel involved in preparing elementary teachers.

The quality of instruction and guidance provided by programs to prepare elementary teachers is dependent upon faculty who exemplify continuing commitment to the teaching profession and to improvement of professional practice. Programs for preparation of elementary teachers should ensure that faculty loads allow for sufficient involvement in teaching, research, and professional service activities. In addition, it is important for programs to ensure that professional education faculty reflect appropriate cultural diversity.

An area of particular concern to elementary education programs is the ability of faculty to provide appropriate pedagogical models through their own instruction. Faculty involved in the preparation of elementary teachers should have expertise in pedagogical methods appropriate to the elementary level and should demonstrate superior instructional practice in their own teaching approaches. Faculty who prepare elementary teachers should have experience in K-6 settings that is relevant to their areas of assignment. Faculty members should also be involved on a regular basis with school-based or other practice-oriented projects at the elementary level.

## GOVERNANCE AND RESOURCES

Governance concerns affecting the quality of elementary education programs parallel those governance factors that are significant to the operations of the professional education unit as a whole. These factors include the establishment and implementation of clearly defined policies, designation of individuals responsible for management and operational functioning within program, and the assurance that management responsibilities are properly carried out.

One of the most critical areas affected by governance is the maintenance and administration of adequate resources to ensure continued functioning of the elementary education program. The quality of elementary education programs is, to a large degree, determined by the extent to which available resources support adherence to the quality indicators outlined in the previous sections. Improvement in the preparation of elementary teachers requires commitment to specific levels of curricular and internship requirements, with concomitant levels of financial support.

The maintenance of high standards in elementary education programs requires sufficient numbers of faculty and staff to support the curriculum in various subject areas; this includes cooperative teachers, administrators, and practitioners who are essential to maintaining the quality of field experiences. Faculty support should be sufficient to ensure appropriate student/faculty ratios for teaching, supervision, and advisement. Adequate support for faculty development is also critical to the quality of instruction provided within the program.

In addition to faculty and staff needs, funding for elementary education programs must be at a level that ensures program continuance and the maintenance of acceptable levels of nonpersonnel resources. The establishment and continuance of cooperative arrangements with local districts and schools, as well as provision of assistance to first-year graduates, are important to the quality of professional preparation and require the commitment of adequate resources. Programs should be able to demonstrate appropriate levels of resources devoted to library facilities, technological and media systems, general equipment and supplies.

Appendix

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